

House Bill 5526	Detroit plan (based on 2016 law)
<p>Would issue letter grades in six areas:</p> <ul style="list-style-type: none"> <li>• The number of students who are proficient in math and English language arts on state assessments.</li> <li>• The percentage of students who achieve an adequate amount of improvement in math and English language arts on state exams.</li> <li>• The percentage of students who are still learning English and who achieve an adequate amount of improvement toward becoming proficient in the language.</li> <li>• High school graduation rates.</li> <li>• The rate of students who are chronically absent.</li> <li>• The rate of students who take state exams.</li> </ul> <p>There would be no overall letter grade for a school. A 13-member commission would be created to develop the algorithm for determining how to come up with the grades.</p>	<p>Would issue a single letter grade for every school. It would be calculated using a 100-point scale.</p> <p>Here's how it would be calculated:</p> <ul style="list-style-type: none"> <li>• 56 percent would be based on how much improvement there has been in school test scores.</li> <li>• 24 percent will be based on how many students are proficient on a standardized exam.</li> <li>• 24 percent will be based on non-academic factors, such as student survey results, re-enrollment and absenteeism rates, and parent participation in school satisfaction surveys.</li> </ul>
<p>Letter grades would be based on state standardized exams.</p>	<p>Schools would be able to use any state-approved exam to measure growth, though proficiency would still be measured using the official state exam. The exams would be aligned to Michigan's standards.</p>
<p>Letter grades would be based solely on English language arts and math results.</p>	<p>In addition to English language arts and math results, grades would also take into account social studies and science.</p>

Would require the state to rank schools in two areas:

- Based on its overall academic performance and how that compares to similar schools across the state.
- Based on the performance of student subgroups and how that compares to statewide results for subgroups. The state's subgroups include minority students, students from low-income homes, students learning English and students with special education needs.

As part of this requirement, the state would have to assign one of the five ranks to each school in the two areas: significantly above average, above average, average, below average, significantly below average.

Takes into account the results of student surveys, parent participation in school satisfaction surveys and re-enrollment rates (none of which are in the bill). Also gives schools credit for improving the performance of the lowest-achieving 30% of students and students who've been enrolled for two full school years.